DOCUMENT RESUME

ED 175 713 SE 028 751

AUTHOR	Gause, S. Crouther
TITLE	Poetry and Energy.
INSTITUTION	Mississippi State Univ., State College. Cooperative Extension Service.
SPONS AGENCY	Department of Energy, Washington, D.C.
REPORT NO	MEEC-34
PUB DATE	78
GRANT	DOE-EU-78-G-05-5873
NOTE	15p.; For related documents, see SE 028 747-757
AVAILABLE FROM	Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Conservation (Environment); Energy; *Energy Conservation; *English Curriculum; *Interdisciplinary Approach; *Language Arts; Natural Resources; *Poetry; Secondary Education
IDENTIFIERS	*Energy Education; Mississippi

ABSTRACT

This booklet is designed for seventh-grade, above-average students to explore energy through poetry. Students will study energy from a literary point of view and will produce an original poem. The series of lessons is for a five-day sequence. A list of free or inexpensive materials and their sources is provided at the end of the booklet. (Author/RE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175713

POETRY AND ENERGY

by S. Crouther Gause

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jack W. Carroll

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared for the 1978 Faculty Development Workshop, Mississippi Energy Extension Center and Golden Triangle Regional Educational Service Agency cooperating

SE 028 751

This teaching unit was prepared with the support of the U.S. Department of Energy (DOE), Grant No. EU-78-G-05-5873. However, any opinions, findings, conclusions, or recommendations expressed herein are those of the author, and do not necessarily reflect the views of DOE.

For more information on this teacher's unit or others, contact:

Mississippi Energy Extension Center
P.O. Box 5406
Mississippi State, MS 39762
(601) 325-3137

Poetry and Energy

RATIONALE:

This booklet will provide a chance for seventh (7th) grade, above-average achievers to explore energy through poetry.

GOAL:

The students will produce a poetry booklet.

CONTENT:

This unit will develop information on energy from a literary point of view. It will include concepts of past and present poets compared to concepts of today's students. The unit will also provide practice in poetry activities.

Each aspect of work will be incorporated into a one (1) hour lesson for five (5) consecutive days.

The students must have a working knowledge of poetry and paragraph skills.

The teacher will need to check the bibliography to find sources of information that will be needed before the unit is taught.

OBJECTIVES:

1. Students will demonstrate an awareness of the importance of energy by taking part in the class discussion.

2. Students will identify energy concepts of past and present poets in relation to their own by writing a paragraph comparing the concepts.

3. Students will demonstrate how energy concepts are humorous as well as informative through original limericks.

4. Students will demonstrate how communication about energy is important by making a booklet.

5. Each student will demonstrate his/her knowledge of energy by writing an original poem about energy.

All Watched Over
by Machines of Loving Grace

Richard Brautigan

I like to think (and
the sooner the better!)
of a cybernetic meadow
where mammals and computers
live together in mutually
programming harmony
like pure water
touching clear sky.

I like to think
(right now, please!)
of a cybernetic Forest
filled with pines and electronics
where deer stroll peacefully
past computers
as if they were flowers
with spinning blossoms.

I like to think
(it has to be!)
of a cybernetic ecology
where we are free of our labors
and joined back to nature,
returned to our mammal
brothers and sisters,
and all watched over
by machines of loving grace.

The Secret of the Machines

In "When Earth's Last Picture Is Painted," Kipling speaks about art. In "The Secret of the Machines," the subject is science.

We were taken from the ore bed and the mine,
We were melted in the furnace and the pit -
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.
Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!

We can pull and haul and push and lift and drive,
We can print and plow and weave and heat and light,
We can run and jump and swim and fly and dive,
We can see and hear and count and read and write!

Would you call a friend from half across the world?
If you'll let us have his name and town and state,
You shall see and hear your crackling question hurled
Across the arch of heaven while you wait.
Has he answered? Does he need you at his side?
You can start this very evening if you choose,
And take the western ocean in the stride
Of seventy thousand horses and some screws!

The boat-express is waiting your command!
You will find the Mauretania at the quay,
Till her captain turns the lever's neath his hand,
And the monstrous nine-decked city goes to sea.

(continued next page)

22. Mauretania (môr′ə tā′ nē ə)...quay (kē): The Mauretania was a British passenger liner, commissioned in 1907. A quay is a wharf.

"The Secret of the Machines" from A History of England by Rudyard Kipling, copyright 1911 by Rudyard Kipling. Reprinted by permission of Mrs. George Bambridge, Doubleday & Company, Inc., and the Macmillan Co. of Canada.

Do you wish to make the mountains bare their head
  And lay their new-cut forests at your feet?
Do you want to turn a river in its bed,
  Or plant a barren wilderness with wheat?
Shall we pipe aloft and bring you water down
  From the never-failing cisterns of the snows,
To work the mills and tramways in your town,
  And irrigate your orchards as it flows?

    It is easy! Give us dynamite and drills!
    Watch the iron-shouldered rocks lie down and quake
    As the thirsty desert-level floods and fills,
    And the valley we have dammed becomes a lake.

But remember, please, the Law by which we live,
  We are not built to comprehend a lie,
We can neither love nor pity nor forgive.
  If you make a slip in handling us you die!
We are greater than the Peoples or the Kings -
  Be humble, as you crawl beneath our rods! -
Our touch can altar all created things,
  We are everything on earth - except the gods!

Though our smoke may hide the heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

A POEM ON THE MACHINE AGE

1. This poem is written in the first person. Whom does the pronoun we refer to? To whom is the poem addressed?

2. What verbs in lines 1-5 describe how the machines were made?

3. What verbs in lines 9-12 describe the actions of the machines? Can you name any of the machines that do these things?

4. What invention is described in lines 13-16? How would you explain line 20? What is the "monstrous nine-decked city" mentioned in line 24?

5. What does the poet mean in line 25 when he speaks of mountains baring their heads? To what noun does the pronoun it refer in line 32?

6. In line 37, the poem's tone changes. What can the machines not do? What dangers are associated with the machines?

7. Why do you think the last stanza is in italics? What is the "secret" of the machines?

8. Kipling wrote this poem in 1911. How is the poem both up-to-date and out-of-date? What great developments are not referred to in the poem because they occurred after 1911? Has anything happened since 1911 that would change Kipling's opinions about machines? Look at line 43 in "The Secret of the Machines." Do you find anything prophetic in this line? Explain.

DAY 1

Objectives:

Students will demonstrate an awareness of the importance of energy by taking part in the class discussion. They will also find a poem about energy for the next day's activities.

Introduction:

The teacher will introduce the unit by asking students to look out the window and write on a strip of paper one word that describes the most abundant source of energy we have today. The teacher tabulates the answers and gives information on how people's concepts about solar energy have changed. (20 minutes)

Discussion:

Class discussion will begin with a poem which has implications for energy. Two poems are given (or you may choose other ones) to generate a question and answer period on how past and present poets felt about energy. The teacher will end the discussion with an assignment that each student is responsible for a poem (5-10 lines) to be brought to class the next day. (30 minutes)

Evaluation:

Each student should contribute at least one point to the discussion about the importance of solar energy.

DAY 2

Objectives:

Students will identify energy concepts of past and present poets in relation to their own by writing a paragraph(s) which compares the concepts.

Activities:

Each student will bring to class a five-to-ten-line poem, and in class will write a comparison of one or two paragraphs between the poet's concepts and his/her own.

The teacher will read aloud three or four poems provided by the students or him/herself, to provide feedback from the previous day. A short discussion should follow about past and present day poets' differing concepts on energy. (30 minutes)

The student will take his/her poem and write one or two descriptive paragraphs on the poet's concepts in relation to his/hers. (20 minutes)

Evaluation:

The paragraph(s) of comparisons will be turned in for a grade on content only. Students can redo as homework for better grade. Students must identify concepts of past and present poets in relation to their own.

DAY 3

Objectives:

Students will demonstrate how energy concepts are humorous as well as informative by writing an original limerick.

Activities:

Students will write an original limerick on energy. (35 minutes) The teacher will provide a fifteen-minute review period for feedback.

Evaluation:

The limericks will be turned in for a grade on originality only. A better grade can be received by redoing as homework.

DAY 4

Objectives:

Students will demonstrate how communication about energy is important by making a booklet.

Activities:

The students will work in groups and begin compilation of the booklet.

The teacher will assign students into groups for the booklet compilation.

EXAMPLE

(25 students in class)

Group A - 8 students collect poems

Group B - 8 students collect comparisons

Group C - 9 students collect limericks

Within each group, two students chosen by the others will be responsible for putting poems in order by dates written.

Two students will rewrite poems in a specific color of ink.

Two students will create pictures or cartoons for poems. (50 minutes)

Evaluation:

Teacher will monitor groups to see that all students are participating. Each group will submit a booklet.

DAY 5

Objective:

The student will demonstrate his/her knowledge of energy by writing an original poem about energy.

Activities:

The student will write an original poem of no less than five lines and no more than ten lines about energy. He/she will employ similes, metaphores, or personification in the poem. The teacher will review for five minutes.

The student will write an original poem using any information or material covered the previous four days. He/she must employ one poetic skill in the poem (simile, metaphor, personification). The poem must have a simple rhyming scheme studied before this unit began. (35 minutes).

Evaluation:

The poems will be evaluated using the above criteria and rewritten (if necessary) by students and placed in the booklet.

Resources:

Students will need a loose leaf notebook, ink pens, periodicals, newspapers (to cut poems from if desired) and all library resources. Teachers will need solar energy pamphlets, a background of solar energy, and will have taught or reviewed poetry and paragraph skills. A folder or construction paper is needed for the booklet.

Available Resources - Free and Inexpensive Materials

"Creating Energy Choices for the Future"
Energy Research and Development Administration
Office of Public Affairs
Washington, DC 20545

"Electricity From the Sun I & II"
"Solar Heating and Cooling"
"Solar Sea Power"
Available from
DOE Technical Information Center
P. O. Box 62
Oak Ridge, TN 37830

"Supplementary Energy Sources"
American Petroleum Institute
2101 L. Street Northwest
Washington, DC 20037

Mississippi State University does not discriminate on grounds of race, color, religion, national origin, sex, age, or handicap.

Produced and distributed in Mississippi by Mississippi Energy Extension Center, Extension Service of Mississippi State University, cooperating with U. S. Department of Agriculture. Published in furtherance of Acts of Congress, May 8 and June 30, 1914. W. M. Bost, Director.

MEEC - 34 (300-2-79)